DOCUMENT RESUME

ED 035 992 24 EA 002 769

AUTHOR DELIA-DORA, DELMO
TITLE PLANNING NEW DEVELOPMENT EFFORTS: RECOMMENDED PROCEDURES.
INSTITUTION MICHIGAN-OHIO REGIONAL EDUCATIONAL LAB., INC. DETROIT, MICH.
SPONS AGENCY OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
BUREAU NO BR-6-1465
PUB DATE JUN 69
CONTRACT OEC-3-7-061465-3071
NOTE 26P.

EDRS PRICE EDRS PRICE MF-$0.25 HC-$1.40
DESCRIPTORS ARTICULATION (PROGRAM), *GUIDELINES, *INSERVICE TEACHER EDUCATION, MODELS, PROGRAM DESIGN, *PROGRAM DEVELOPMENT, *PROGRAM PLANNING, *RACISM, SEQUENTIAL APPROACH, SEQUENTIAL PROGRAMS, SYSTEMS APPROACH

ABSTRACT

THE MICHIGAN-OHIO REGIONAL EDUCATIONAL LABORATORY USES ONE OF ITS OWN RESEARCH PROJECTS AS A MODEL TO OUTLINE RECOMMENDED PROCEDURES IN THE PLANNING OF RESEARCH EFFORTS. THE MODEL USED IS AN INSERVICE TEACHER EDUCATION PROGRAM WHERE THREE DISTINCT PHASES OPERATE IN AN OVERLAPPING MANNER AS THE PROGRAM PROGRESSES. IN THE FIRST PHASE, THE PROBLEM IS IDENTIFIED, DATA ARE GATHERED, AND A PROTOTYPE MODEL IS DESIGNED AND CARRIED OUT. AT THIS JUNCTURE, AN EVALUATION AND REDESIGN STAGE IS INSERTED. FINALLY A FIELD TEST OF THE MODEL IS MADE THAT IS EVALUATED, REDESIGNED, AND AGAIN FIELD TESTED. A FINAL EVALUATION IS MADE BEFORE A COMPLETE FIELD TEST IS CONDUCTED AND THIS COMPLETES THE CYCLE OF DEVELOPMENT. CONCURRENT, SEQUENTIAL DEVELOPMENT OF THE PHASES IN THIS PROGRAM ELIMINATES LAGS. IF THIS PROGRAM WERE TO CONTINUE, SUGGESTIONS ARE MADE THAT WOULD MODIFY THE CYCLE OF DEVELOPMENT TO MAINTAIN CONTINUOUS GROWTH AND INTEREST. THE ASPECTS OF PLANNING THAT SHOULD RECEIVE GREATEST ATTENTION, INCLUDING STAFFING, COORDINATION OF TIME-TABLES FOR PLANNING, AND EVALUATION CRITERIA, ARE REVIEWED IN SOME DETAIL. (LN)

ED035992

PLANNING NEW DEVELOPMENT EFFORTS:

RECOMMENDED PROCEDURES

EA002 169

EA
ED035992

BR-6-1465
PA-24
OE/BR

PLANNING NEW DEVELOPMENT EFFORTS:

RECOMMENDED PROCEDURES

by
Delmo Della-Dora
Director, Planning and Development

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EA 002 769

MICHIGAN-OHIO REGIONAL EDUCATIONAL LABORATORY
3750 Woodward Avenue ☐ Detroit, Michigan 48201

Published by the Michigan-Ohio Regional Educational Laboratory, a private, non-profit corporation supported in part as a regional educational laboratory by funds from the United States Office of Education, Department of Health, Education & Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

June, 1969

FOREWORD

Probably the most significant feature of the twenty regional educational laboratories is their careful attention to planning as part of the total educational development operation. The planning principles and procedures not only provide for continuing in-process evaluation but are themselves under constant assessment and modification.

In this paper Delmo Della-Dora, Director for Planning and Development, has highlighted the principles which have guided planning for MOREL. The detailed procedures of involvement of persons, system planning, and criteria and priority setting are not included here. The emphasis is rather on the rationale of planning.

Stuart C. Rankin

Executive Director

Planning New Development Efforts

Recommended Procedures

I. Planning of New Development Efforts Used by MOREL

A. Planning for Inservice Teacher Education

In looking back over the planning efforts and operation of the Laboratory since its inception, certain characteristics seem to stand out:

1. Identification of potential areas for program development came primarily from educators in the field in the first planning activities up through June, 1968. This was accomplished through a survey of educators in Michigan and Ohio. The programs identified for development were in the fields of inservice teacher education and regional information service. Research findings were then utilized to conceptualize, design and guide program development. Since June, 1968, the theme of "Combating Racism and Its Effects" has guided new planning efforts. Within that framework, identification of ideas for program development have come from four sources, namely, (a) research findings in the literature, (b) recognized "experts," (c) the lay community and (d) educators.

2. The Program Committee of the MOREL Board of Directors determined in April, 1968, that our operations should be designed to promote "self renewal." The Laboratory has attempted to provide for this in its planning, development and general operation, including its own staff relations, to an increasing degree since that time. "Self renewal" in this context refers to increasingly skillful use of self-analysis, self-definition of goals, and self-directed efforts to change behaviors to reach present goals.

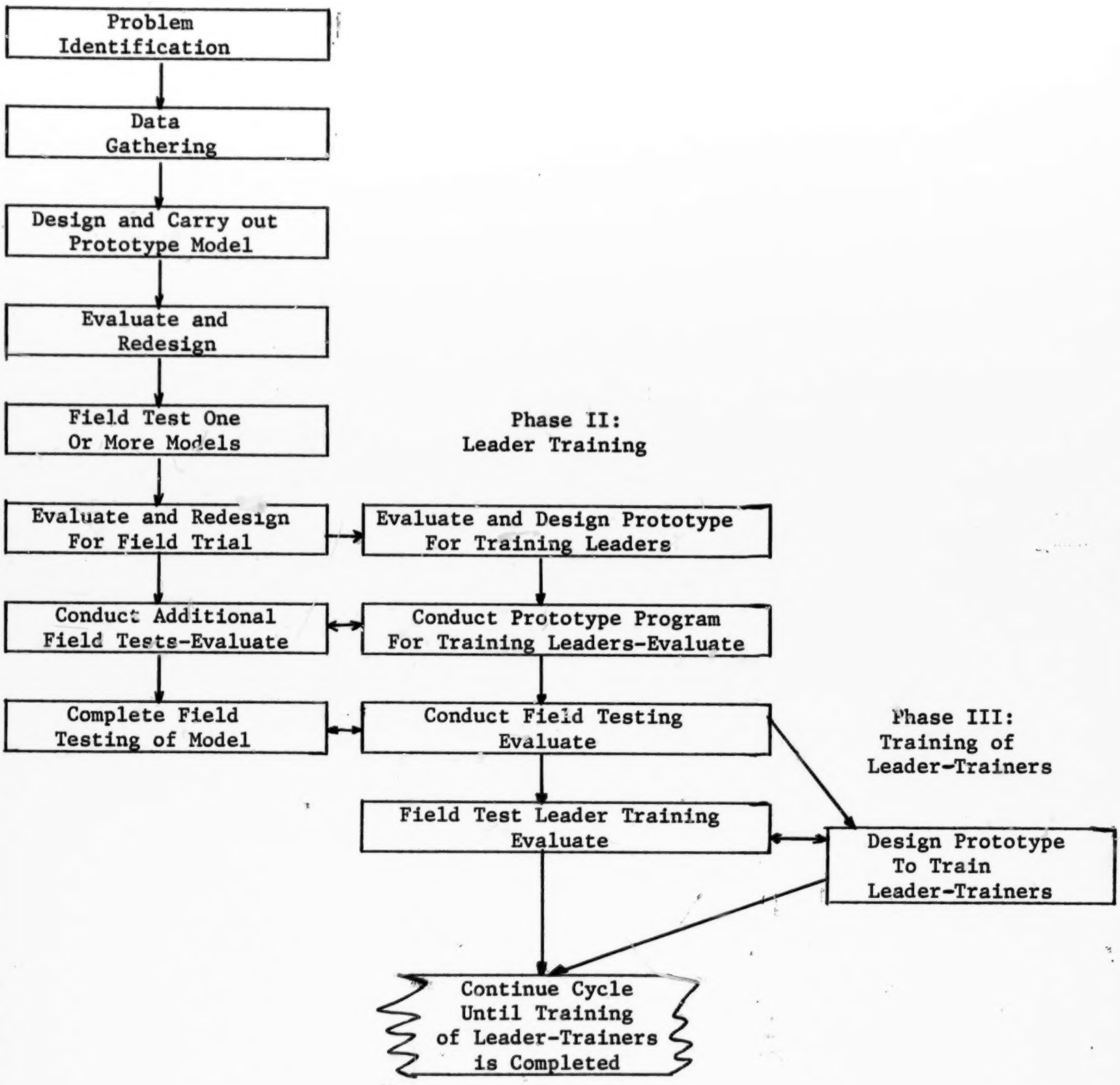
3. Planning has involved those to be affected, at the earliest

possible stage, in "live" settings. The inservice education program (Teacher Behavior Improvement Program) was planned with teachers and administrators in Toledo, Ohio, Livonia and Pontiac, Michigan, in exploratory activities and then given a field test in ten different junior high schools in Detroit, The most recent models were in Inkster and Grandville, Michigan -- entirely different settings from those used previously. Involvement of those to be most directly affected also characterizes planning and operation in the development of the Regional Information System and in anti-racism planning. "Involvement of those to be affected" has been expanded somewhat to include students in one pilot study (Afro-American Instructional Curriculum Laboratory) and parents in another (Unit on White Racism). In addition, opinion polling (on racism) of community members concerning schools was conducted in the metropolitan Detroit area and in Columbus, Ohio. Earlier and more extensive involvement of students, parents and other community members is strongly recommended in future planning efforts.

4. "Exploratory" or "pilot" studies have been used on a short-term basis as a prelude to more formal field-testing. "Exploratory" studies represent, in effect, an advanced stage of planning in which concepts which have evolved from research, opinion and practice are put together in some unique way and developed with, and by, the participants as prototype programs. They also serve as staff training experiences, of course, particularly if the approaches used are highly innovative.

CHART I

CYCLE OF DEVELOPMENT FOR INSERVICE TEACHER EDUCATION


Phase I:
Teacher Education
Problem Identification
Data Gathering
Design and Carry out Prototype Model
Evaluate and Redesign
Field Test One Or More Models
Evaluate and Redesign For Field Trial
Conduct Additional Field Tests-Evaluate
Complete Field Testing of Model
Phase II:
Leader Training
Evaluate and Design Prototype For Training Leaders
Conduct Prototype Program For Training Leaders-Evaluate
Conduct Field Testing Evaluate
Field Test Leader Training Evaluate
Phase III:
Training of Leader-Trainers
Design Prototype To Train Leader-Trainers
Continue Cycle Until Training of Leader-Trainers is Completed

5. A cycle of development was initiated with the first major program developed (inservice teacher education) in which the pattern began with (a) problem identification, (b) gathering of necessary data, (c) design of exploratory models, (d) try-out of exploratory models, (e) evaluation and redesign, (f) field testing followed by evaluation and redesign, (g) training of leaders to carry out field tested model while carrying out (concurrently) another field test of the redesigned model, and (h) shift of major emphasis to improved models of leader training (and dissemination) while continuing to develop a second generation or third generation model of the original (inservice teacher education) program.

   This same cycle is being utilized in the anti-racism program development with several modifications, among them the initiation of several different types of "exploratory" or prototype programs ("models"). The chief difference, however, is that the "combating racism" development efforts have operated within a defined set of values, that is, white racism is an evil and should be eliminated.

6. The planning cycle (see Chart I, CYCLE OF DEVELOPMENT FOR IN-SERVICE TEACHER EDUCATION, p. 3) for development of the inservice teacher education program has actually operated through two major phases of what was to be a three-phase cycle. Planning preceded the development of the prototype operation (Phase I) and the evaluation of the prototypes was incorporated into planning for field trials. The first phase was development

of a teacher-education strategy. Planning for the second phase was based on revised thinking resulting from the actual operation of both the prototype and field-type programs. The second phase involved teaching others to use the teacher-education strategy. The same kind of planning would have gone into the proposed third phase of operation, namely, training of leader-trainers, if the Laboratory had continued operation beyond May 31, 1969.

B. Planning for Combating Racism

The description of planning for program efforts dealing with combating racism and its effects is reported in some detail in MOREL's "Planning for New Programs" submitted to the U.S. Office of Education in September, 1968. Similarities and differences between this planning, which was initiated in June of 1968, and previous planning efforts (for teacher education) are outlined below:

1. Identification of potential areas for program development came from educators in the field, in part, as was the case previously. However, an intensive search of the research literature and innovational literature was also used as a source of ideas. Psychology, sociology, education and other behavioral sciences were all investigated for relevant material. In addition, specific individuals within the region and in other parts of the country were asked to contribute ideas. These included knowledgeable people in the behavioral sciences, as well as others who had had extensive experience in the areas of civil rights and human rights.

Some explicit criteria were identified as a way of screening these ideas for program development so that an intensive analysis could be made of the ideas which seemed to be most promising. These criteria were: readiness for development, relevance to racism, degree of probable impact, and the "self-renewing" qualities of proposed programs. After preliminary screening was completed, some 16 program ideas were studied carefully by (a) examining references to them in the research literature of the behavioral sciences, (b) bringing in people with expert knowledge in the program areas noted and (c) obtaining reaction to these ideas through use of opinion polling and community opinion panels. The data gathered were subjected to the same criteria mentioned previously and three additional criteria were added, namely: Would funding be available for necessary exploratory development? Could needed staff be obtained? If additional staff could not be employed, which pilot studies would present staff be best able to carry out?

2. In these early stages of planning, it became apparent to many staff members that an organization dedicated to self- renewal in its development programs should be practicing what it was preaching. Thus, the staff as a whole engaged in self-examination concerning racism as it manifests itself within the society and within the MOREL staff. The self-examination of racism by staff has continued on a scheduled basis since September, 1968 and has cut across personal, professional and societal life functions for staff.

3. Planning has continued to involve those to be affected at the earliest possible stage in "live" settings. The naming of "those to be affected" has been expanded from teachers and administrators to include students, parents and other community members, as noted earlier.
4. As was true with planning for inservice teacher education, exploratory ("pilot") studies have been used on a short-term basis as a prelude to more formal field testing. The major difference in this stage of planning anti-racist programs in contrast to planning inservice teacher education programs, has been the use of two substantially different exploratory activities, namely, the Unit on White Racism and the Afro-American Instructional Curriculum Laboratory. If funds and time had permitted, there would have been at least five or six different exploratory activities under way during this stage of development work.
5. A cycle of development similar to that used for inservice teacher education has been in operation thus far in anti-racism program efforts. One difference has been the initiation of more than one prototype program. Field testing would have followed, and then initiation of more formal program development operation would have begun, w[illegible] overlapping time schedules as different exploratory studies are formulated. (See Planning Model for Combating Racism, Chart II, p. 9)

MOREL planning has made use of extensive data collection in all of its activities. The evaluations have been formative and summative with early and predominant emphasis on the former. Performance criteria were set for each program effort. These criteria increased in precision and were modified during the development work. Feedback data from staff and participants were collected throughout the operation and analyzed in terms of the criteria. The design was reshaped in terms of this formative evaluation. Summative evaluation was also conducted to determine the comparative impact of program treatments. The usual concerns for relevance, validity, reliability, and sampling techniques have been present.

A great deal of use was made of immediate feedback, both in planning and in operation, from the outset in the operation of MOREL to the present time. This has been carried on in a variety of ways both formally and informally. The use of most staff members and of program participants for this purpose has also been given to summative evaluation and data were gathered for testing of hypotheses relative to the inservice teacher education program. However, the processing of these data and their use for planning has not been as effective as was anticipated.

There is a need to provide for formative evaluation data which enable planners to determine how to redesign for more effective operation. In terms of emphasis, immediate feedback data are important to planning in <u>each</u> phase at each stage of

CHART II

MODEL FOR PROGRAM PLANNING FOR "COMBATING RACISM"

May–July, 1968

A. Initial Screening Stage

1. Program Idea Inputs
   a. People
      MOREL Board and Members
      MOREL staff
      Boyan, McCann, Gideonse
      Program Committee
      State Superintendents, Ohio & Michigan
      Schutz, Dentler, Fish, Hemphill
      Ward, Outerbridge
   b. Search of Literature
      Research literature
      Innovation literature

2. Initial Criteria
   a. Appropriate for an educational laboratory (Ready for development)
   b. Appropriate for MOREL (Embraces "self-renewal" concept)
   c. Contributes to American Education (Relevance for societal/educational problem or need)
   d. Degree of probable impact for this problem (How much significant change is this likely to produce?)

↓

Eight to ten
Possible Programs

June, 1968–March, 1969

B. Program Area Analysis Stage

1. Program Search
   a. Bring in people with expert knowledge in program areas to help identify promising program.
   b. Hire short-term staff (summer?) to search out possible programs using decision criteria as outline for reporting.

2. Identify Decision Criteria for Selection of "Most Promising Programs"
   a-d. Use initial criteria, plus others below
   e. Funding
      (a) Cost for exploratory development?
      (b) Possible Probable sources.
   f. Staffing
      Degree of difficulty in obtaining number and types of people needed for exploratory development.

↓

Three to Six
Potential Programs

December, 1968–August, 1969

C. "Exploratory" Development Stage

1. Identify decision criteria for selection of program.
2. Design prototype programs for tryout of 3-6 programs.
3. Hire staff.
4. Try out and evaluate on basis of decision criteria
5. Select one or more for program development, using previously identified decision criteria.

September, 1969–

D. Development Stage

Based on results of tryout and availability of funds/staff, begin program development of one or more programs. Programs will probably be initiated at different times.

development work. Formative evaluation generally is particularly critical in the exploratory studies and in initial field trials. Summative evaluation does not become highly significant until the program is in its first field trial and then becomes critical as it is approaching a dissemination-installation stage so that potential users may have the information needed to determine what program outcomes can be expected, cost/effectiveness factors and, finally, to judge whether they wish to "install" the program.

The following pages briefly summarize those elements of planning which MOREL would now recommend for continued use in planning new development efforts, together with an analysis of some issues which MOREL staff feels should be given attention by educational planners in any development effort.

II. Recommendations for Planners

A. Aspects of Planning Which Would Have Been Continued

If MOREL were to continue program operation beyond May 31, 1969, the following would have been continued because they are useful or essential to good planning:

1. Identification of problems for program development should come from all basic sources: (a) "expert" knowledge such as research literature, innovation literature and knowledgeable people; (b) the people who are going to "install" the program, such as teachers and administrators; and (c) those who are going to be directly affected by the program, such as students and parents. It becomes increasingly clear that the so-called "target" population should be involved from the beginning in an honest and meaningful way. An understanding of what the problems are cannot emerge adequately in combating racism, for example, by going to the very best literature available, nor to the so-called experts. The nature of racism is such that only a few white people understand what being white is in a racist society and, at present, only a minority of Negroes perceive "the black experience" in our society through black eyes. The situation is changing rapidly in this respect among black people but very little change is evident among white people.

2. Program development staff and the total organization must be capable of an interested in continuous growth.

MOREL programs were intended to be "self-renewing" in nature. To do this the staff working on program development

must not only be self-renewing as individuals but the organization of staff and MOREL as a total institution must have a self-renewing character. Obviously, there are costs involved. Staff time is needed for self-analysis and institutional analysis, time is needed to encourage open communications, time is needed to change plans and, consequently, more time is utilized in carrying out plans. Finally, much time is needed for staff development activities. Less time is needed for planning in an institution which operates within the more restricted and conventional limits of developing [what is considered to be] a well defined "product." MOREL staff feels that cost/effectiveness measures would show this procedure to be very inexpensive if costs are related to significant changes in teaching-learning which ensue. More will be said about this later.

Considerable staff time at MOREL has been devoted to total staff self-examination in the past seven or eight months. Some time has also been devoted to examination of MOREL as an institution. An increasing amount of this time has been spent on racism -- its causes and its effects. The nature of the scheduled sessions along these lines has produced a wide variance of anxiety levels among staff members ranging from mild to unbearable. Members of the Planning and Development Division are unanimous in their feeling that such activities are necessary and fruitful for planning and development. Most other staff members also seem to feel this way to varying degrees. Perhaps three or four

(possibly five or six) staff members out of 25 appear to feel that time for staff self-confrontation on racism should be reduced or eliminated.

3. "Live" settings are essential to effective planning. Plans must take into account the real factors which operate in a field setting. Some type of simulation in a contrived setting may at times have some value for limited purposes but cannot substitute for planning which takes into account all the interacting variables of a live situation comparable to that in which installation is to take place.

4. Prototype prpgram operation ("exploratory," "pilot") is valuable as a prelude to field testing. This is a corollary to items 3 and 4 described above. When the "products" of development include people and processes, planning done in the office remains abstract and theoretical until it is viewed and participated in. Pilot studies are also essential to training of development staff, of course, as noted earlier.

5. The modified cycle of development described in Section I is useful as a framework for planning (See Charts I and II). Elements of the cycle would undoubtedly undergo considerable change within the next year if MOREL had continued to operate. The changes would evolve from results of program development, MOREL staff development and MOREL organization self-renewal activities.

6. Criteria for decision-making should be identified for each stage of development. The ones used by MOREL to this point

were useful but are relatively crude and would require additional refinement to increase the degree of precision with which they are to be applied.

7. Immediate "ongoing" feedback and formative evaluation should be less comprehensive than was originally planned for but more rigorously carried out in a shorter time. Staff time for evaluation would have to be increased to accomplish such purposes. General plans can be modified to meet the specific situations of development work, if adequate immediate feedback and formative evaluation data are readily available.

8. The focus of all MOREL program development should be on ways to undo causes and effects of racism.

The MOREL Board of Directors reached this decision in December of 1968. A shift in staff time and funds was subsequently made to accomodate this decision. Some preliminary discussions have also been conducted to examine ways in which the Inservice Teacher Education program could be redesigned to deal with racism. With the continuation of operation of MOREL this shift in program emphasis should have been completed before the end of 1969.

B. Aspects of Planning To Which More Attention Should Have Been Given

1. Staffing from Other Disciplines

It would have been helpful and desirable to retain more consultants from other disciplines for planning purposes, particularly in the development of anti-racist programs. As program development moves from exploratory activities to broader range program

development, permanent staff from fields outside education should have been added. Urban sociologists, cultural anthropologists, social psychologists, community psychiatrists and community people, are among those who might provide greatest assistance. The uncertainties of funding made it difficult to give this matter serious consideration in November and December of 1968 when such needs were becoming evident and it is now viewed even more strongly as being extremely important to improved planning.

2. Time and Staff for Planning

A greater portion of time should have been allocated for in-house planning among MOREL staff and lesser time for actual operation of programs in order to make best use of the knowledge and insights of staff members. For example, all of the inservice education division staff members were involved on a virtually full time basis carrying out field testing in the summer of 1968. In retrospect, it might have been more profitable to have some of them in a supportive planning capacity to facilitate both operation and planning ahead. Ample planning time was subsequently provided for in the initiation of leader training.

Another kind of improvement was made in planning when the teacher education division was reorganized into two sections. One section conducted additional field testing of an improved teacher education program while the other was planning for leader-training so that others could learn how to conduct the

MOREL strategy for inservice teacher education. In the Leader-Training division, staff was divided into two working crews. One crew actually conducted a Leader-Training Institute while the other crew was planning for the second Leader-Training Instutute. As the second crew was initiating its leader training program, the first crew was evaluating, documenting its efforts and beginning to lay plans for its next leader training program.

3. Coordinated Time-tables for Planning

MOREL attempted to operate on a time-table which was appropriate for its program development and the Division of Educational Laboratories (DEL) had different time-tables for its planning efforts and decision points. These time-tables did not coincide and resulted in reduced efficiency in both planning and operation for MOREL. The problem is not unique to educational development work but arises in large measure from the criterion utilized for defining "efficiency" in any organization. By way of illustration, the usual criterion applied to measure efficiency of administration in a school setting is the extent to which administrative procedures and practices can be handled with the least amount of effort, either at the local building administration offices or at central administration offices. If the locus for determining efficiency were moved from the administrative office to the classroom, the criterion would then be the extent to which the administrative practices employed were facilitating to the teacher and to classroom operation. This might result in more cumbersome, costly and time-consuming practices for the administration offices to do their work.

However, it is conceivable that better teaching and learning might actually ensue and thus cost/efficiency considerations would be answered in terms of better teaching and improved learning rather than lower administrative costs.

It now seems reasonable to assume that the laboratories would actually be more effective if planning time-tables and decision points would be expressed by them to meet their goals and carry out their purposes -- with the Division of Educational Laboratories adjusting its time-tables and decision points to meet the varying needs of each laboratory. The time for visitation by USOE Review Teams and for submission of data concerning progress could more often be fitted to individual laboratory's planning schedules, rather than at the convenience of the DEL and members of the Review Team.

4. Evaluation Criteria

The Division of Educational Laboratories has not applied to its own operation the same criteria for evaluation that it has proposed be utilized by the laboratories. That is, DEL's goals and purposes have not yet been clearly defined in the kind of language that would permit realistic evaluation. DEL had provided to the laboratories, for evaluation of their efforts, criteria stated in general global terms and they lack the degree of precision which it has asked the laboratories to formulate in measuring their program development efforts. In addition, the Division of Educational Laboratories selected members for its Review Team for MOREL who lacked the training or experience

needed to adequately understand the problems and issues in which MOREL had undertaken to develop programs. Further, DEL has made comparative evaluations of laboratories despite the fact that the various laboratories are working on basically different problems and are having data submitted to DEL through the perceptions of different (DEL) staff members and different reviewers! Such procedures violate some simple and basic rules for making comparative judgments.

The fact is that comparative judgments were made in context of the funding decision of late 1968 and there were no valid or reliable means for so doing. It seems ironic that the Bureau of Educational Research of USOE was not in a position to use valid or reliable ways of making decisions about a major segment of its operation at this crucial period in its history and very regrettable as well. An analysis of how this came to be and how it can be avoided in determining the future of the fifteen remaining educational laboratories is strongly urged.

5. The Distinctions Among "Development," "Research" and "Adoption"

The concept of the development agency arose in part from the obvious need to bridge the gap between (older) current educational practices and the (newer) findings in existence from the behavioral sciences. The thinking that seems to prevail currently is that there is a continuum which has at one end basic research, continues through applied research, development work, initial adoption and widespread dissemination. Part of this current thinking operates on the assumption that development work should

produce "tested alternatives" for use in the field. The next step is for the development agency to relinquish its "products" to operating agencies when it has produced the "tested alternatives." There are several obvious fallacies involved in such thinking. In the first place, adoption of new practices or programs is not simply based on knowledge of it by potential users and recognition of the fact that it is a tested and proven alternative to present practice. Some transfer mechanism must be present which undertakes the responsibility for transition from current practice to new practice, whether the new practice is an outcome of work done in basic research, applied research, development work or trial-and-error experience. There is, as yet, really no transfer mechanism system provided for within American education, and development agencies have been discouraged from entering this arena of operation.

A second kind of fallacy is the thinking that new practices and programs are to be adopted in the form in which they are developed. This might be true for development work in the automobile industry or for other situations in which the products are exclusively, or essentially, material in nature. It has never been true nor will it ever be true in any field in which human interaction is a significant factor. As Lippitt has clearly indicated in work in the field of social change, <u>new practices are adapted, not adopted, and each situation calls for a different kind of adaptation</u>. This simplistic concept of change seems to pervade every level of American education, even including the

the Bureau of Educational Research and the whole of the United State Office of Education.

As a corollary to the notion that there are "tested alternatives" which can be adopted or installed "as is" without reference to the situation in which they would be used, there continues to be emphasis on development of material products which are "teacher-proof." It should be obvious that materials produced on the basis of the assumption of teacher incompetency and lack of creativity among educators cannot rise above those predetermined limitations. A more productive outlook would be to assume varying degrees of creativity among the potential user and -- failing that -- recognition that nothing used by humans can be "human-proof," unless we are dealing with items so narrowly circumscribed as to run the risk of being irrelevant. All development "products" (but particularly materials) must be planned for in such ways as to help the "target group" develop the attitudes, knowledge and skills necessary for productive usage. Otherwise, the items developed will be no more effective than the textbooks, supplementary books, audio-visual equipment and instructional materials currently on the market.

6. <u>What Is an Appropriate "Unit" for Development?</u>

The major problem which should confront those interested in educational development work, but which is certainly not unique to this field, has to do with identification of the smallest "unit" which is appropriate for development. For example, what elements of the program would, if developed, lead to a significant change in reducing causes and effects of racism? Is the

production of a new reading textbook which gives appropriate recognition to both black and white people, while good in and of itself -- and necessary-- a worthwhile development effort? Will a new textbook, in and of itself, lead to a change in the racist nature of any significant component of the society? If the answers are "no," then is it the work of a development agency to build these separate pieces which can be put together into meaningful wholes by the user or should all development begin with the smallest unit which (when developed) will by its adoption make a significant contribution to the solution of the problem? In the instance just cited, it may be that the smallest unit for consideration would be the development of new materials as part of a strategy which includes processes for training teachers to use the materials they are producing.

To restate the issue, so little work has been done in defining the nature of racism and its underlying dynamics that we really do not yet know what the significant pieces of the problem are. This poses a dilemma in that we know the problem is not only a real one but possibly the major problem confronting American educators. The most productive way of dealing with the problem and issues would likely be a coordinated attack which involves a great deal of basic research, applied research, development work and action projects.

The fact of the matter is that there is no basic research which really deals in a meaningful fashion with racism or any of its major components. What is described by this term ("racism")

is a set of phenomena which operate within a social-cultural matrix in which individuals either actively contribute to or actively work against racist behaviors and practices. There really is no middle ground for action, any more than there was for Germans who lived in Nazi Germany while 6,000,000 Jews were being murdered. To participate, without protest, in processes and institutions of a society dominated by white people which systematically discriminates against black people in all aspects of living is to be a racist in deed if not by conscious intent. Those who consciously and deliberately discriminate as individuals add a further measure of impact to the seriousness of the problem. It does not appear likely that white people alone can look past their culturally induced perceptions of this problem and adequately provide for the solution of the problem and the same must be said for black people working alone. "Racism" -- a condition produced by our white society -- produces ill effects among white people, many in the pathological sense, which make up the syndrome of racial superiority. <u>This syndrome and its manifestations would continue to exist if every black person were to suddenly vanish from the nation</u>. Black people, are afflicted with the effects of racial inferiority but many have repressed their own black experience just as most white people repress their white experience. Thus, we deal with an issue in which the participants engaged in problem-solving, whether black or white, have already suffered from significant distortion of perception and must find ways to go beyond their cultural "blinders." Studies of <u>individual</u>

prejudices and of discriminatory behavior on the part of individuals are of limited value because they do not reflect the measure of dynamic interaction of individual attitudes, knowledge, and behavior with the larger institutional and cultural forces. All of the foregoing could be used to justify only basic research and no development work in the field of racism. However, this writer would argue strongly for basic research, applied research, development work and action projects carried on in a coordinated fashion as the only type of approach likely to result in resolution of the problems. Otherwise the solutions to the problem will come from other kinds of action, probably political-social.

All research and development agencies must become able to determine if they are working on a meaningful "unit," or it is possible--and likely -- that such efforts are exercises in futility. Better transportation for our country cannot result from concentrated research on fender development or styling of stewardess' costumes. We are likely to be carrying on comparably irrelevant or inappropriate development work in education unless we first address ourselves to the question of what is a meaningful unit of development in dealing with a significant educational problem or issue,-- and only then proceed to find some valid answers.